

# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of background of the study, the scope of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and paper organization.

### **A. Background of Research**

Today, as era has come to technology-based environment, our life will always be tainted to technology. Our daily activities like working, relaxing, playing, cooking and also learning are tainted to technology. According to Meidasari (2016) the new trend of digital media technologies including social networks (e.g. Second Life, Facebook, Twitter) offer opportunities for teachers to challenge previous centralized models of learning by connecting, sharing and discussing ideas with their students outside of the class room and at great distance from each other. Technology makes those easier and easier. In this study, the writer will focus on how learning tainted to technology, especially learning English.

Learning English has been premiere needs today. Rahmi (2014) stated that The objectives of English language teaching to the young learners are to introduce English as second language to them, build the basic knowledge of English and give them motivation in English learning process by making rewards for their need and interest of this language in the future. Someone will be a big fish in a little sea if knows nothing about English. For modern people, while they rely their life to technology, they will meet English as well in every aspects, people are surrounded by English started when wake up till sleep. To make life easier, they must learn English. In this era, to learn English is very easy. People can learn English everywhere even they do not study it on purpose like in a premiere school. They can learn it from book, online media, newspaper, film, etc. it will be so much easier when someone learn it at school. School provides everything students need to learn although students can find another resource. Schools as institutions must respond to the emergence of this new technology cultures. The biggest opportunity for change is found in after-school programs and informal

learning communities. Mediasari (2016) stated that schools must devote more attention to fostering the new media literacies; a set of cultural competencies and social skills that young people need to overcome the negative impacts of the new media technologies.

To access that information from outside sources, students use various technologies, such as hand phone, tablet, laptop, and personal computer. Those have been students' daily needs in learning process which further known as learning media. According to Latuheru, learning media is every tool that is used in teaching learning process which has a purpose to extend the information or the material from the teacher to the students (Latuheru, 1988). Learning media used in teaching and learning process developed to make students learn and teacher teaches easier. As recommended by Richard and Rodgers (1986: 87) that students are supposed to study second language enjoyably. It means the role of the teacher is very crucial in motivating the students' interest in English teaching-learning process and also the relationship between teacher and students.

Teacher used learning media as additional weapon to fight against difficulty student's face. The technology such as mobile phone, laptop, projector, etc. are the tools that bring comfortness for the students. As a tool, they just the third person from the main person is the program or application from the tools used to learn and teach. As declared by Heinich, et al. (1996: 4) that by using materials as media in teaching English as foreign language can be helpful to the teacher. It is a tool to support the learning that is used as medium in instruction to deliver the materials to the learners.

Learning english, students are taught with four macro skills, such as listening, speaking, reading, and writing. Every students must master those four skills. In spite of those skills, students also must understand one more primary skill that is grammatical. To be able to speak, listen, read, and write correctly, students must understand the use of grammar. According to Fauziati (2015), grammar is very important to the teaching and learning process. Without good understanding of grammar, learners' language development will be severely constrained.

In this case, the writer tries to find out the learning media used by English teacher to improve student's grammatical skills. The writer is interesting to conduct this paper due to the curiosity of what if the technology developed is used to teach English or furthermore the effect of implementing information technology in teaching english. Using this technology, teaching is easier and more interesting. So, this study will be focused on the the learning media used by English teacher to improve students grammatical skills.

The scope of this study is the whole English learning learned and taught at SMA N 1 Banyudono that is brought by English teacher. This study wants to find out the media used by English teacher.

In this research, the writer wants to find out the media used by English teacher. The writer wants to find the development students get while their teacher teach them using learning media by conducting a research paper entitled: **“IMPROVING STUDENTS’ GRAMMATICAL SKILLS USING PICTURES AND IMAGES LEARNING MEDIA AT SMA N 1 BANYUDONO IN 2019/2020 ACADEMIC YEAR”**.

## **B. The Scope of the Study**

The scope of the study is as follows:

1. The English teaching and learning process
2. The impact that was analyzed in teaching grammar process is based on the observation
3. The data analysis is based on the observation
4. The research object is tenth grade students of SMA N 1 Banyudono.

## **C. Problem statement**

Based on the background of study, then the problem statement in this study are as follows:

1. How does the English teacher use pictures and images learning media to improve grammatical skill of tenth grade students at SMA N 1 Banyudono?

2. How do the pictures and images learning media improve the tenth grade students grammatical skills at SMA N 1 Banyudono?

#### **D. Objective of the Study**

In this research, the researcher has several puposes. These are the aims of this research paper:

1. To describe how the English teacher uses pictures and images learning media to improve grammatical skill of tenth grade student at SMA N 1 Banyudono.
2. To descibe the way the pictures and images learning media improve the tenth grade students grammatical skills at SMA N 1 Banyudono.

#### **E. Limitation of the Study**

This study will be conducted in SMa Negeri 1 Banyudono for students of stenth grade. It focuses on the analysis student's improvement in learning English grammar.

#### **F. Benefits of the Study**

The benefits that reader can get from this reeseach paper are:

1. Theroretically:
  - a. This research can contribute the further research about the use of learning media in Teaching English.
  - b. The result of this research is able to find the solutions about the problem in teaching English skill.
2. Practically:
  - a. The result of this research hopefully can increase the reader's knowledge about learning media used in teaching English
  - b. The result of this research can help teacher to find the appropriate techniques to teach English skill to their students.

#### **G. Paper Organization**

The study is divided into five chapters to make this research is more understandable. The research paper organization as follows:

1. *Chapter I* is the introduction which explains general background of the study, research question, the objective of the study, limitation of the study, benefit of the study, and research paper organization.
2. *Chapter II* is the review of literature which has a relation with the study. It outlines the underlying theory of and previous study.
3. *Chapter III explains* research method used in this study. It generates the type of the study, object of the study, setting of the study, participant of the study, method of collecting data, the technique for analyzing data, and data validity.
4. *Chapter IV* describes data analysis and discussion. It consists of description of data, analysis of data, and discussion.
5. *Chapter V* is conclusion and suggestion. In this part, the researcher concludes the result of the whole research and gives suggestion related to the result.